



# Supporting Workers from non-English Speaking Backgrounds in Agriculture Industry Training

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**PROJECT REPORT FOR:**  
***SUPPORTING WORKERS FROM NON-ENGLISH SPEAKING  
BACKGROUNDS IN AGRICULTURE INDUSTRY TRAINING.***

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## EXECUTIVE SUMMARY

This project was a collaborative partnership between Agribusiness Training, English Language Partners, and the Agricultural Industry Training Organisation (AgITO). The purpose was to develop, trial and evaluate two tools to support migrant dairy farm workers who are undertaking formal industry training (trainees).

Migrant workers not from English speaking backgrounds (NESB) are at a disadvantage in their initial work and training, although they are literate in their own language. This can put their productivity, safety and employment relations at risk. Migrant workers have a low completion rate in training for NZQA qualifications, particularly at levels 3 and 4. Initial investigation suggested that the main problems perceived by AgITO trainees are spoken New Zealand English, the terminology used in dairy farming, and aspects of farming in New Zealand.

Informal consultation including tutors, trainees, and AgITO Training Advisors along with the expertise of English Language Partners led to the choice of two tools for this project. A “Language Diary” was designed to be an individualised ongoing reference to which trainees continued adding items of personal relevance. Initially entitled a “Working Glossary”, this proved to be too easily confused with the traditional glossary of terms found in technical resources or workbooks. The second item was an orientation event to introduce new NESB dairy farm workers to the most important features of life, language and farming in New Zealand. This became a Kiwi Farming Orientation module, spread over two separate days.

English Language Partners developed both tools, with input from Agribusiness Training and AgITO staff and the observations of two successful NESB farmers. These two farmers visited a variety of theory classes containing migrant trainees, each having with them an ESOL tutor who had farming experience. They identified and compiled information about language, study expectations, the New Zealand way of life, and technical farming that are often barriers for migrant trainees in both their work and training. This helped to identify what was most important to include in both the Language Diary and the Kiwi Farming module.

A number of other sources were referred to when developing both tools. Sources used when developing the Language Diary included DairyNZ’s *Glossary of Farming Terms*, training workbooks and DVDs associated with the dairy industry, and many lists of idioms and slang used in New Zealand. Staff from Agribusiness Training, the AgITO, and English Language Partners selected language from all of these sources based on their collective experience of the agriculture industry. A section was added to the back of the Language Diary giving students information about the New Zealand style of study, to help overcome the lack of understanding which leads to a significant occurrence of plagiarism in training. Feedback from tutors on the potential usefulness of this section led to its being translated into four other languages so it could be more easily assimilated by many migrant trainees.

With no language support material existing for this specialised vocational context, general and dairy-focussed training materials for level 2, 3, and 4 agricultural qualifications were the supplementary source for developing the Kiwi Farming module. Those who attended the module were not the anticipated new migrants, and so their shared experiences of adjusting to the New Zealand dairy farming world were captured and used to refine the final shape of the Kiwi Farming module.

Both resources were designed to be user-friendly, practical, relevant, cost-effective and sustainable. The Language Diary was introduced within the Kiwi Farming module. The trainees attending were enthusiastic, sharing how useful such a module would have been when new to New Zealand and therefore for future migrants. Although the Language Diary was well received the project didn't see this carried through to its ongoing use, possibly due to insufficient support encouraging participants to do so.

The projects results were not as clear as anticipated due to the very small number attending the Kiwi Farming module. Communication difficulties in the rural working context, those involved working to differing priorities and deadlines, combined with drawing trainees from relatively isolated rural workplaces with long work hours proved insurmountable barriers to recruiting more participants. Conclusions from the evidence available suggested that both tools are potentially useful for migrant dairy farm trainees. The small numbers made it difficult to gather significant data on the usefulness of the Kiwi Farming module and Language Diary, and so the project team could not draw more robust conclusions from the information collected.

Other industries with large numbers of NESB migrant workers needing training could easily adapt and use both the Kiwi Farming module and the Language Diary, replacing the vocabulary and language resources in them with the equivalent from that industry. Planning how to effectively work around workplace and communication challenges would help connect with the new migrants who most need this additional input. Building in mechanisms for ongoing encouragement and support would make assimilation of what was covered in these two tools more likely.

## **INTRODUCTION**

### **BACKGROUND**

Over the last 15 years, the rapid growth of dairy farming, particularly in the South Island, has led to a corresponding demand for dairy farm workers. As this couldn't be met from within New Zealand, workers from countries like the Philippines, Argentina, Uruguay, Eastern Europe and Nepal have been increasingly employed in these roles. Migrant dairy farm workers are literate in their own language, but need to make sense of what they are hearing in New Zealand to utilise their existing literacy skills. They have often learnt English in their home country from an American model and so are unfamiliar with New Zealand pronunciation, terminology, idiomatic language, and farming terms when they arrive. They are also new to the New Zealand farming and study culture.

The agriculture industry has a culture of enrolling its employees in industry training (most commonly level 2 – 4 national certificates), to ensure they have the skills and knowledge to operate safely and productively on farms. 30% of dairy farming staff is involved in training, with around half of these in the Canterbury, Otago and Southland regions being migrant workers (approximately 500 trainees). The qualifications they study towards are often delivered in two parts. Practical skills are developed and assessed by farmer assessors. Theory unit standards are delivered and assessed by training providers, usually involving a day of off-site training every 3 – 4 weeks. When foreign NESB employees are enrolled in training with the AgITO, they struggle to understand the content of training and complete the required assessments. This in turn has led to plagiarism issues. As NESB trainees are the majority in some training courses, there is an impact on the learning of their English speaking counterparts. This project focused on supporting NESB agriculture employees in

the classroom-based theory portion of their industry training, recognising that any benefits would also assist them with their practical training, and with their interactions on farm and in their community.

## **RATIONALE**

The training materials used in AgITO courses have not been adjusted to cater for NESB trainees. Theory training is delivered part time within a tight course content schedule, so there is little opportunity for developmental work with these students in class. Feedback from migrant workers and their tutors indicates that NESB trainees face different challenges from those experienced by their English speaking classmates. The disadvantage appears as below average course and qualification completion rates for NESB dairy trainees (especially at Level 3 and 4), less participation and understanding in class, and more difficulty understanding instructions and tasks on the farm.

As support for NESB students is a specialist field, neither the AgITO nor the Agribusiness Training tutors who deliver their training in the South Island have this expertise. Both organisations' involvement in this project will increase their understanding through the tools and discoveries that come out of it. They can then look at options for introducing these to improve practices when working with NESB students.

This project sought to develop and trial two tools to assist NESB trainees to understand the language around them, communicate more effectively, and improve their achievement in training. A Kiwi Farming orientation module covered the features of Kiwi English, dairy farming language, and the New Zealand approach to education. An individualised Language Diary was introduced to module participants, containing words with definitions into which students add terms they encounter at work and training. The module was delivered between milkings on two days, a fortnight apart. Although this was far less than the ESOL tuition hours required to fully equip people for effective communication, this was considered the maximum farmers would be prepared to release their workers. Even for this time commitment, several of the participants were required to take leave to attend. With the limited hours available, the aim of the module and Language Diary was to introduce participants to Kiwi farming and language, and to equip them to continue unravelling these themselves.

A review of literature and research in America, Britain, Australia and New Zealand showed that no work had been done around the needs of NESB learners within industry training. With the project's highly contextualised focus on dairy farming in New Zealand this is not surprising. Virtually all research relates to either literacy and numeracy or the teaching of English as a second language. This project does not relate to either, it looked at the skills and support migrant workers need to complete New Zealand industry training.

In 2007 a review of the Workplace Literacy Fund records that six of the 20 companies surveyed cited "ESOL issues" in their workforce as a major driver for workplace tuition (*Gray and Sutton 2007 p 11-13*). These projects focussed only on the workplace, not formal study relating to that workplace, and did not include analysis of the agriculture industry.

Professor Paul Nation at Victoria University Language Institute leads research into the place of vocabulary in language competence. This research shows that high frequency language, especially spoken language, includes idioms (*Grant and Nation 2006 p3*). Professor Nation's research shows that an adult needs 6-7,000 words in order to use spoken English

independently, and 8-9,000 words to be able to read independently (*Nation 2006 p 59*). This research informed the development of a Language Diary as part of this project.

## **METHODOLOGY**

### **USING NESB OBSERVERS**

This portion of the project originally intended to use two successful migrant dairy farmers as Observers within training classrooms, to identify barriers that migrant trainees would encounter. While both were well equipped with industry and Kiwi English experience, this role required multiple simultaneous tasks using the Observer's second language (listening, observing, and recording), which was too challenging for them. The methodology was adapted so that an English Language Partners' tutor visited classes with them, discussing and recording their observations after each one.

AgITO staff suggested suitable people to operate as Observers for this project. They needed to be NESB migrants, successfully assimilated into rural New Zealand life, successful farmers, and have the time and interest to become involved. A Filipino Southland farm worker and an Argentinean South Canterbury farmer agreed to the Observer role, and were briefed for it by a local English Language Partners' tutor. The "Guidelines for Observations of Training Classes" recording sheet (Appendix 1) was used as the basis for discussing what they would do and what they would be looking for when observing a training class. The guidelines sheet prompted them to identify language challenges they noticed, as this would indicate the sorts of words to be included in the Language Diary and which aspects of Kiwi and farming language to discuss in the Kiwi Farming module. The sheet also asked them to comment on issues they had encountered personally when adapting to rural New Zealand life, as these experiences could identify topics of benefit to new migrants if included in the Kiwi Farming module.

Each Observer attended half a day of three different theory training classes. These were selected to cover as wide a variety of qualifications, tutors, locations, and migrant trainee groups as was possible out of the training classes that were running during this phase of the project. The aim was to show them as many different training situations as possible, to maximise the examples of migrant barriers they noted. The observations that eventuated were in three rural locations, in classes delivered by four tutors, providing training for four National Certificates in Agriculture qualifications (level 3 qualifications in Animal Feeding and Pastures, Animal Health and Husbandry, and in Dairy Breeding; and a level 4 qualification in Dairy). Class sizes ranged from 6 – 14 students, of which 42 – 100% of the class was migrants. NESB trainees from the Philippines, Eastern Europe, Fiji, and Kenya, were represented in the classes visited. The information collected by the Observers was passed to the project team, who used it to shape up the content of the Kiwi Farming module and Language Diary.

The Observer from Argentina attended the Kiwi Farming module sessions because he had become passionate about the project. With his longer experience in New Zealand and superior language skills he was able to build on the tentative comments of participants, empathise with participants, and function as a bridge between them and the Kiwis present. These were unanticipated benefits of including him. Later in the project this Observer also translated the Study Tips portion of the Language Diary into Spanish, when this was identified as something potentially useful for many migrant trainees.

### **THE LANGUAGE DIARY**

English Language Partners developed a draft Language Diary, initially using glossaries of dairy farming technical terms compiled by DairyNZ, and the Invercargill branch of English Language Partners as the source of terms. The project team and wider staff of Agribusiness Training and English Language Partners then adjusted the terms that were selected to

capture those most commonly used, and added farming idioms and slang. Two deliberate steps were taken when compiling the Diary: including words with multiple meanings (such as *crook*, and *break*) as this feature of English often causes confusion for NESB speakers; and the Diary did not attempt to be definitive or complete. It was not an exhaustive list, but was deliberately incomplete with space for trainees to add new terms, meanings and comments as they come across them, so it would become a personal reference relevant to their experiences and workplace. Space was also allowed for trainees to translate terms into their own language if they wished.

The selected words and phrases with their definitions were listed alphabetically. They were also screened according to level of informality, with slang words identified with an asterisk, and swear words with two asterisks. This is essential because one of the features of knowing and having control over a piece of language is knowing its distribution – which contexts are appropriate and which are not. Slang was included as it carries a very different meaning from the face value of the words, so NESB trainees who operate only with the literal meaning are unwittingly misunderstanding. Anecdotal examples of this provided to the project team included “*Shoot those cows round the back of the shed*”, where the migrant worker was subsequently found with a gun. Swear words were included to ensure migrants recognise such words and can better determine the intent when someone uses them. Including all three types of language was important to equip NESB migrants for understanding the language around them on farm, at training, and in the community.

This tool was initially entitled Working Glossary, but this proved a stumbling block for those trying to distinguish its construction and purpose from a standard glossary of terms. Its title was subsequently changed to Language Diary to better reflect its individual nature and inclusion of any unfamiliar language encountered.

Sections were added to the Language Diary to provide some guidance in other areas: understanding Kiwi communication; understanding Kiwi humour; how Kiwis use language; addressing superiors informally; how to find out meaning; and the New Zealand approach to study (eg writing using your own words). These had been identified by the Observers and tutors as issues faced by NESB migrants and those who teach them.

After circulating a number of drafts the final version of the Language Diary (Appendix 2) was printed, bound, and presented to those attending the Kiwi Farming module. On Day 1 there was a session on understanding the Diary’s layout and use, and practicing adding to it. On Day 2 participants were asked to share the words and meanings they had added in the intervening fortnight. They were encouraged to continue using it following the module, adding any unknown or confusing words or phrases they came across. Few participants enrolled in training immediately following the module, and so they did not have reinforcement from a tutor to build their confidence and familiarity in using the Language Diary. This in turn limited the options for analysing the impact of its use, and so the methodology was adapted to accommodate this.

Three months after the Kiwi Farming module participants were contacted for feedback on how they had used the Language Diary subsequently. They were emailed a question sheet asking them where they had come across new words for their Language Diary, and how they had found out their meaning. This was followed by phone contact to talk through the questions with them. Follow-up was later than anticipated, delayed while waiting for the module participants to be enrolled in training so the Language Diary could be reinforced in class, which didn’t eventuate.

A selection of Agribusiness Training’s tutors was trained to use the Language Diary, and it was trialed in a level 4 class containing only NESB trainees whom the tutor anticipated would struggle with the course. (Appendix 3 outlines the tutors’ training). The trainees were of Brazilian, Indian, Filipino, Egyptian and Uruguayan nationalities, and none had encountered the Language Diary before. It was introduced in the third class of this course, and its use reinforced in the next four classes. The tutor provided feedback on how the

Language Diary was received by the students, and its impact. He was given a set of questions to guide the feedback, and the written response to these formed the basis of a phone discussion.

Tutors suggested that the Study Tips page would be useful in other languages, to make it easier for NESB trainees to understand how the expectations of Kiwi education differ from what they are used to. The project team had this translated into Spanish, Portuguese, Filipino (Tagalog), and Nepali (Appendix 4). The Study Tips in English and the four translations were added to the information booklet used by Agribusiness Training's Invercargill branch. The booklet was given to AgITO trainees of all nationalities, but no feedback was collected on the impact of doing this.

## **THE KIWI FARMING MODULE**

This portion of the project had a particular methodology planned which was altered due to unexpected challenges. The Kiwi Farming module's participants were fewer in number and from less diverse backgrounds than anticipated, and were not new migrants to New Zealand. The module had been developed for new migrants, but the sessions were adapted to capture the different perspective those attending brought to discussions. What they shared was used to refine the recommended content to be more useful for the intended audience of migrants new to New Zealand.

English Language Partners developed content for the module based on the information obtained from the Observers, from their own experience working with NESB migrants, from ESOL tutors with farming experience, and by looking at the training resources for level 2 AgITO agricultural training. It was designed as two sessions of 5½ hours, to fit between farm milking times. This was a relatively small amount of time, but more than this would be difficult for employers to accommodate. Time factors were a major issue, as with different roster configurations on each dairy farm there is no common "day off" when such a module could be held. Some of the participants were required to take leave to attend.

The module content endeavoured to provide a balance between information, skills, and strategies. It aimed to introduce participants to Kiwi farming and language, identify the essentials and to provide enough "self-help" strategies so that trainees could continue to develop their language skills. Content included some information, but predominantly strategies to find out about: the features of Kiwi English and communication; terminology used in dairy farming; a focus on more informal and slang terms; and some of the expectations of study in New Zealand.

Spoken language was the focus and predominant medium for delivery, due to this being more problematic than written language for NESB trainees who had often learned an American model of English. Commercially produced video and radio clips with farming content were used along with the Language Diary folder and discussions with the facilitator, in small groups and in pairs. Day 1 focussed on the pronunciation and way words are used in Kiwi English, and on familiarising participants with the Language Diary. Day 2 focussed on strategies for understanding and being understood, terminology of dairy farming, and characteristics of study in New Zealand. (Appendix 3 has the detailed module structure).

Farmers on the AgITO database were mailed a flyer inviting their migrant staff to the Kiwi Farming module. This method and the timing just prior to Christmas did not successfully connect with migrant dairy farm workers, particularly the intended portion who were not already involved in industry training. Seven NESB dairy workers enrolled for the module, none of whom were new migrants. One of the participants was Indian and the other six were Filipino. Also present in a supporting role were staff from Agribusiness Training and the AgITO, tutors from English Language Partners, and one of the Observers. This provided a wealth of experience across agriculture, ESOL issues and solutions, and adapting to New Zealand farming life which could be pulled into discussions.



The Kiwi Farming module was delivered by English Language Partners, as two sessions a fortnight apart. The facilitator adjusted the order and content once it was apparent participants were not from the target group of new migrants. This included using participants as a resource for fine tuning what should go into such a module for new migrants, for example prioritising which aspects of farming understanding the vocabulary is most critical.

Trainees completed a written evaluation form at the end of both days. Their comments after the first day informed the content of the second day. Trainees were also asked to prepare a short talk about three major issues they found challenging on first arrival in New Zealand. Day 2 began with these interesting and often moving accounts. Some of the most important information for the project was these insights into the experiences of new migrant workers.

Three months after attending the Kiwi Farming module participants were asked for feedback on how it had assisted them with their studies and other aspects of their life. This was discussed at the same time as gaining feedback on the Language Diary, with both covered in the feedback question sheet.

## RESULTS

The timing and distribution pattern for recruiting participants for the Kiwi Farming module was not effective. Planning for this stage needs to consider how best to connect with those employing new migrants not yet involved in industry training, to ensure the invitations go to the right portion of employers. Using the rural delivery service might be a more effective way of achieving this. As a result, the number of participants recruited for this project was very small. Five migrant workers attended both module days, one attending a single day, and one 1.5 days. Not only were the numbers tiny compared with the target, but none of these who attended were new arrivals to New Zealand. All had been here for some time working on farms, and all but one had already completed formal AgITO training.

In spite of these participants not being from the intended target group, they all judged attending the module as worthwhile. Comments on the evaluation forms about things participants found most useful included: *“Information about New Zealand language; To learn and understand Kiwi language; Lots of different places to look (for information); Diary and Kiwi slang”*, showing that this need still exists for NESB workers who have been here for some time. Several of them indicated during discussions how useful such an orientation module would have been when they were new to New Zealand, confirming the project’s original intention. This group was also able to discuss their experiences since arriving in New Zealand, which proved more valuable to a project trialling support for new NESB employees than what the intended target group could have provided. This was used to revise the module structure for future use, particularly as the views of this group were based on experience no longer clouded by the myriad of challenges new migrants face. Much of what they shared could be easily addressed before migrant dairy farm workers arrive in New Zealand or by their new employers.

Feedback in the evaluations from Day 1 of the module was used to alter the content and timetable of Day 2. For example, two evaluations indicated discomfort with discussing swear words which led to a specially planned session on the second day distinguishing between language that you might hear and language that you might use. After this everyone was more relaxed about the need to know swear words. Evaluation sheets also indicated that more time spent on farming terms would have been useful, particularly different terms used for the same thing.

Spreading the Kiwi Farming module over two days a fortnight apart was successful. Participants were more comfortable and interactive on the second day, and completing

homework between consolidated and built on what was discussed at the first session. Setting easily achievable homework tasks that involved reporting back to the group forced participants to share, connect with others, and set the scene for a more interactive and relaxed second day.

It was important to have a number of Kiwis involved in the module. This was useful for role plays and small group discussions, and for laughing at Kiwi pronunciation which helped put participants at ease. The ideal is to have a range of Kiwis who bring industry, training, and ESOL expertise to the group. Having an Observer attend the module sessions increased the value of discussions. He assisted with the sharing of ideas and flow of discussion due to his better understanding of Kiwi language and humour. He was also able to give a different perspective on useful additions to such an orientation module.

During group discussion participants identified the usefulness of reading farming publications to expand vocabulary in an unpressured situation. There is an array of free industry magazines which the rural delivery service can be asked to deliver, but which they were unaware of. Participants of similar workshops could be informed of this, and also given a pack of reading material to take away, for example DairyNZ publications about effluent and bobby calf care, Department of Labour and CTU material about employment conditions, Venture Southland's Migrant Fact Sheets, and ACC information.

An underlying driver for migrant dairy farm workers is to gain a level 4 qualification with which they can apply for New Zealand residency. This became evident when discussing training options with participants following the module. Many were only interested in studying at level 4, even if their language skills or farming knowledge were not yet sufficient. One refused to enrol in the recommended level 2 qualification, opting to do no training if level 4 wasn't available. Another asked for a certificate of attendance to show to Immigration NZ, even though this would have little status. The sense of pressure to meet immigration's requirements was palpable.

The vocabulary discussions in an orientation module need to cover a diversity of areas.

- Carefully setting the context for discussing swear words, so migrants realise it is about recognising them rather than an expectation to use them.
- Farming terms, particularly where several are used for the same thing.
- Exploring how Kiwis use the English language helps migrant workers interpret what is behind the words. This is particularly important with the use of humour, where apparently rude language is often conveying the opposite meaning. Understanding the informality of Kiwi language reflected in things like using first names and not honorifics is also important.
- As understanding Kiwi pronunciation is a critical barrier to NESB workers, a major component of an orientation module needs to be unpacking this. Evaluation sheets indicated that more intensive work on Kiwi accent idiosyncrasies and how to understand and pronounce words would have been useful, although the coverage possible within the time available would always be only introductory.
- *"In your own words"* needs to be discussed and ideally practiced, as it is central to New Zealand education but unknown to those coming from many other cultures.

Those from different countries responded differently to the Language Diary, a reflection of their cultures and approach to education. For example: Brazilians are comfortable asking questions, and so easily asked the meaning of new words they encountered at work and in class. This triggered language discussions without other students needing to ask. In

comparison, Filipino students have difficulty asking questions, and do not always recognise their lack of understanding. They interpret words at face value, when much Kiwi slang and idiomatic language conveys something very different from the literal meaning of the words. This suggests that it will be easier for some nationalities to assimilate and benefit from the Language Diary than others. The tutor concerned recognised that taking a whole class approach to discussing language didn't allow for these differences between students.

Introducing the Language Diary to a class was a trigger for increased awareness and discussion about the meaning of language, and for some led to actively seeking an explanation of unfamiliar words, this did not flow through to students writing these words into the Language Diary. The tutor noted his increased awareness of the non-literal meaning of things he said, that he was more conscious of his language, and took the time to explain things clearly.

The project found that the Language Diary was easy for trainees to use, and was accepted as a classroom tool, although it was not used enough to determine the impact it had on students and their training. It was difficult to obtain meaningful feedback on the Language Diary's usefulness, as the comments participants gave appeared to be more driven by wanting to please than a reflection of actual practices. This is understandable with migrants from cultures where being respectful is paramount. Reading between the lines of the feedback obtained indicated that participants had not continued to use the Language Diary. This suggests that immediate reinforcement from farmers and/or tutors may be required for them to keep adding words so it becomes a useful individual language resource.

A considerable time commitment away from their farms was required by Observers, as they visited training in a variety of rural locations which involved several hours of travel. This increased the associated time and travel costs for both the Observers and supporting English Language Partners' tutors. Analysing videoed training classes might be a more effective way of achieving the same result, particularly as it could be stopped to aid discussion and the extraction of information.

### **OBSERVATIONS:**

Observing module participants identified two significant barriers to their effective communication and therefore learning in New Zealand. The two barriers are:

1. Even NESB workers with good English skills have learned American English and find they cannot understand the Kiwi accent or slang when they arrive in New Zealand. Words they are familiar with are not recognisable when spoken by a Kiwi.
2. There is a cultural barrier to interrupting and asking for someone to speak more slowly, repeat phrases, or explain the meaning of words. The participants were unable to master interrupting as to them it seemed rude - allied to the preference for respectfully saying "Yes" to anyone speaking to them. This was also evident when following up their use of the Language Diary, they preferred to look in places like the internet for the meaning of unknown words instead of asking someone directly.

Two days provided insufficient discussion, practice and encouragement to erode these barriers.

### **ADDITIONAL PARTICIPANT FEEDBACK:**

Collated observations on adjusting to New Zealand dairy farming:

- *"Everything was different"*, which covered things like meal times, features of our rural communities and cities, customs like appropriate physical contact when greeting

people, the informality of employers, the meaning of road signs, and our important celebrations.

- Climate, seasons, how farms are staffed, staff accommodation arrangements and costs, farming practices and seasonal tasks are very different.
- Important work-related details like IRD numbers and ACC need to be explained and accessed.
- Written English skills were better than spoken English skills, which was exacerbated by Kiwi English pronunciation being different from the more familiar American English.
- Understanding New Zealand slang was difficult, as the meaning was unrelated to the literal translation of the words eg “*What’s the story?*”
- Farm instructions can be confusing, as they use unknown terminology.
- Language tuition makes the adjustment easier, and is equally important for spouses.

Collated observations on agricultural training:

- Some pre-assessment of NESB workers’ English skill level is needed to ensure they are enrolled at the appropriate level of training.
- Tutors do not ensure everyone participates in spoken interactions, so only the confident speakers in the class participate. The way seating is arranged could help with communication between class members of different ethnicities.
- Migrant students do not ask questions to clarify the meaning of what is being discussed.
- A discussion with migrant students prior to training commencing would help prepare them eg what to wear; what to bring; what will happen when; what they will be expected to do; where they will sit; can they ask questions; and social rules about things like when they can eat, talk, arrive and leave.
- Too much information is communicated by tutors at once, making it hard to keep up when translating while listening. Speaking more slowly and simply would help with understanding.
- Tutors speak quickly and can mumble, which makes it more difficult to understand. They need to speak clearly.
- Lots of technical terminology, idioms, and slang are used, which migrants cannot understand as they don’t appear in dictionaries eg “*Get the cows in*” or “*smart cookies*”.
- Some information has no direct translation to a trainee’s first language, and so it needs the tutor to take time to explain what it means.
- There can be multiple terms for the same thing eg “*penos*” or “*hospital mob*” for cows treated with penicillin.
- Similar sounding terms can mean very different things eg “*hosing down*” means washing the yard, while “*closing down*” means shut the yard gates without washing.
- Reading is easier, as there it allows time to check meaning. Emails are an easy medium to use.

Aspects of New Zealand dairy farming it would be helpful to explain to migrant workers before or on arrival:

- *Climate and weather*: The four seasons in New Zealand and what they are like including how to manage clothing and bedding in the different seasons. The tropical countries from which many migrant dairy farm workers come have a wet and a dry season which are both warm.

- *NZ dairy farming:* The number of cows, number of staff, milking frequency, how the cowshed operates, the staffing system, the farming calendar, and the emphasis on effluent and water management. Those who work on the land in their home countries may be used to milking a few cows all year round, or tending rice only in good weather.
- *Work rosters:* How days on and off are arranged, how holidays are arranged, that they will probably start work the day after they arrive, that they are starting work in the busiest time of the year, but that it will ease back in the summer. Without this new migrants think the pressure of spring time dairy farming is the norm.
- *Job characteristics:* What they will need to do in their job, how this will change seasonally, how they will learn what to do, and that it includes working outside in bad weather.
- *The team approach:* That in New Zealand the boss is not revered but works alongside staff, and the team approach to work means speaking up to give your views or ask questions. This is very different to the cultures most migrant dairy workers come from.
- *Farm housing:* What is usually provided (eg furniture, meat, milk, firewood, heating), that this is part of the salary “package” from IRD’s perspective, and how to heat homes economically.

The Observer suggested bringing in actual farmers for some of the module discussions. This would enable participants to analyse the language and accent of authentic Kiwi farming English rather than only using examples taken from video or radio. This could have a dual purpose if the content was farmers discussing farming terms or aspects of the dairy farming world identified as helpful for new migrants. A more manageable alternative might be a recorded discussion with a farmer, as this would still be real farming language but could be stopped and replayed to better critique it with the group.

## **FLOW-ON RESULTS**

The tools and findings of this project have already been discussed with a number of organisations and individuals who have an interest in the assimilation and success of migrants.

The Office of Ethnic Affairs’ Intercultural Advisory team has taken a copy of the Language Diary. They have discussed the challenges for migrant workers in industry training with the AgITO. They are intending to meet with other key industry stakeholders to offer support and explore options for a wider approach to working with migrant dairy farm employees. The Office of Ethnic Affairs is also supporting Agribusiness Training with its plans for tutor development to better work with NESB students.

Safer Ashburton District’s Community Development Worker, has been given a copy of the Language Diary and summary of information the project identified as important for new migrants to know, as potentially useful for their work developing support and understanding for migrants in their region.

Immigration New Zealand has a project preparing a toolkit for dairy farmers who employ migrant workers. The Project Coordinator and Rural Women New Zealand’s representative have taken copies of the Language Diary and summary of information the project identified as important for new migrants to know.

Department of Labour’s Invercargill Settlement Support Coordinator was introduced to participants at the orientation module. They have been given the information the project identified as important for new migrants to know, as it may assist them in adding new Fact Sheets to what they already offer.

Rural Women New Zealand is considering how they can use the tools and information from this project to equip farmers to support their NESB employees, including training them to operate safely on farm.

Farmers who asked Agribusiness Training staff at the Mystery Creek Fielddays about training to support migrant workers were informed about this project and sent the Language Diary.

Farmright, a company that provides consultancy and management for a large number of South Island farms, expressed interest in the Language Diary and was sent a copy. They are considering how it could be used with the considerable number of NESB workers on the farms they manage.

An overview of this project with information and conclusions relevant to farmers employing migrants has been given to DairyNZ who represent dairy farmers.

A copy of the Language Diary has been given to a Lincoln PhD student about to commence research in the area of dairy farms using migrant labour.

## CONCLUSIONS

1. Challenges with monitoring the use of tools this project developed were too great to provide valid conclusions about their value. This does not detract from the potential usefulness of the tools for the agriculture industry, but the project was not able to satisfactorily test this.
2. Those with direct responsibility for NESB workers in an industry must want to change how they are working with them; otherwise the extra activity required to trial new options will not be completed. The enthusiasm of other involved parties cannot compensate for this.
3. There are two barriers to the success of NESB migrant workers in their industry training on and off farm, which a two day module was insufficient to erode:
  - The pronunciation and way words are used differs from the English NESB migrants have learned, and so they find Kiwi English difficult to understand.
  - There is a cultural barrier to interrupting and asking for clarification or repetition, allied to the preference to respectfully say “Yes” to someone speaking.
4. Industry terms, idioms and slang need to be included in any tools to improve NESB trainees’ understanding of Kiwi English.
5. NESB migrants who have been in New Zealand for some time still benefit from guidance and tools to unpack the language. Feedback suggested this input would be most beneficial for recent arrivals to New Zealand, although it was not tested on this target group.
6. Eloquent, successful NESB industry people are valuable for identifying and prioritising the content of tools, and during the delivery of an orientation module. An ESOL tutor needs to work alongside them when observing training to capture as much information as possible about barriers for migrant trainees.
7. A range of Kiwis participating in the module who bring industry, training, and ESOL expertise assists with discussions and flow of the sessions.
8. The Language Diary is easy for trainees to use and is accepted as a classroom tool. This is not consolidated into sustained use by migrants if they are solely introduced to it.
9. Neither tool was sufficient to overcome the discomfort of some migrants in “speaking up”, which is required for asking questions of superiors, disagreeing, asking for clarification, or interrupting.

10. The language resources used need to be as real as possible, ideally recordings of actual conversations with industry people using natural language. Snippets from commercially produced video or radio recordings can supplement or substitute for this.
11. The expectations around “*in your own words*” need to be explained and practiced, as this is central to New Zealand education but unknown to many migrant trainees.
12. Immigration NZ’s level 4 qualification benchmark for residence is a strong driver which impacts on NESB workers’ attitude towards different types of training, operating outside the expected factors of industry and language knowledge.

## **PROJECT RECOMMENDATIONS**

### **FOR THE AGRICULTURE INDUSTRY**

This project has illuminated two significant barriers to NESB dairy farm workers succeeding in training and the workplace. Kiwis tutoring and employing them are often unaware of these barriers, or are ill equipped to work around them. The Kiwi Farming orientation module structure and Language Diary are now available tools for those working within the agricultural sector.

Elements of both tools could be used by the employers of NESB migrants, to give them greater awareness of the issues and how to support their workers through them. The module could be easily adapted for an audience of farmers. Exploring options for providing packages of reading material or access to free publications through the rural delivery service could be discussed in a farmers’ orientation module.

While the Language Diary appears accessible to NESB trainees, and covers the types of language the Observers identified as important, the practical usefulness of it was not demonstrated in this project. Exploring the impact of immediate follow-up and reinforcement by farmers and/or tutors would be useful to indicate the required combination for its consolidation as a language tool.

Tutors continuing to use it in class will increase their understanding of what approaches and techniques maximise its value, including with students of different nationalities.

Agribusiness Training will consider how the translated Study Tips, Language Diary, and Observer comments can best be used by all its tutors working with NESB students. Tutors will also need to become familiar with the two barriers to learning identified in this project, and strategies they can use to help work around them. The AgITO will consider making the Study Tips sheets available to their other training partners, and translating them into more languages to suit the ethnic mix of trainees in different parts of the country.

### **FOR OTHER INDUSTRIES**

The tools produced and information learned from this project will be applicable to any other industry with a significant NESB migrant workforce. The same issues with understanding the Kiwi accent, industry terms, and difficulty in asking for clarification of meaning will exist. There are also likely to be similar challenges adjusting to the New Zealand culture, climate, and how a particular industry workforce operates.

To successfully adapt the orientation module and Language Diary to a different industry, some findings of this project would be important:

- The use of experienced NESB industry people to identify language and cultural practices to include, and areas of the industry for which understanding the terminology is most important. The “Questions on Rural Life in NZ” (Appendix 5) could easily be adapted to find this information for other industries.
- The use of industry-related language resources that are as real as possible, ideally recordings of actual conversations with industry people.
- Exploring options for providing reading material access or packages for migrant workers.
- Identifying appropriate, committed industry staff to come in behind the training to reinforce use of the tools and techniques with NESB workers.
- Focusing resources on migrant workers new to New Zealand, as they are likely to get maximum benefit from these tools. If there is sufficient scope, those who have been working here for some time will still benefit from these tools.
- Finding a recruitment and module timing model that is effective for that industry.

The orientation module could easily be repackaged into a seminar for employers, preparing them to better understand and support their NESB migrant workers.

## APPENDICES

1. Guidelines for Observers
2. Language Diary for Kiwi Farming
3. Training Tutors to use the Language Diary
4. Kiwi Farming Module Revised Structure
5. Study Tips in Spanish, Portuguese, Nepali, and Filipino (Tagalog)
6. Questions on Rural Life

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# Supporting Workers from non-English Speaking Backgrounds in Agriculture Industry Training

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## APPENDIX 1



### GUIDELINES FOR OBSERVATIONS OF TRAINING CLASSES

Thank you for visiting some training classes. The purpose of your visit is to gather information: words, ideas, things that are important for new migrant workers.

On the left side there are questions to answer. In the middle column is an example of what you might write. The right hand column is for your ideas.

If you prefer, you can tell your ideas to your “buddy” tutor or to Dorothy by phone.

#### 1. BEFORE THE CLASS

Check that you know the date, time and place of the class to visit.

Contact your “buddy” tutor before the first visit.

Think about, and write down if you have time.

The Question	One Example	Your Ideas
When you first arrived in New Zealand, what was hard for you? Write down the 3 main things	<i>Example:</i> I didn't know what clothes to wear for the cold weather	1. 2. 3.
When you started work on your first farm, what was hard for you? Write down the 3 main things	<i>Example:</i> Understanding the farmer's instructions	1. 2. 3.

#### 2. AT THE CLASS

Notice, and write down if you have time.

The Question	An Example	Your Ideas
Some things the <b>tutor</b> says that could be hard for a new migrant	<i>Example:</i> What does “Eliminate, Isolate, Minimise” mean when talking about hazards?”	
Some things the <b>Kiwi trainees</b> say that could be hard for a new migrant	<i>Example:</i> “I didn't get that the first time”.	
<b>Special words</b> that a	<i>Example:</i>	

new migrant would find difficult	“dry” (a dry cow)	
<b>Reading or signs</b> that a new migrant would find difficult	<i>Examples:</i> Page 1 of the trainee assessment workbook;  The label on the container of drench.	

### 3. AFTER THE CLASS

Think about, and write down if you have time.

The Question	One Example	Your Ideas
3 important things you have <b>learned from your experience</b> on a farm in New Zealand	<i>Example:</i> How to use electric fences.	1.  2.  3.
3 things about farming that are <b>different from your home country</b>	<i>Example:</i> You work outside on wet days.	1.  2.  3.
3 things that are important for new migrants to know <b>as soon as they arrive in New Zealand</b>	<i>Example:</i> There are no buses into town.	1.  2.  3.
<b>Any other ideas</b> that would help new migrant workers		

Talk with Dorothy or your “buddy tutor” about your ideas.

Many thanks for your expert help!

Dorothy Thwaite

English Language Partners

Ph 021 103 2323 ; 04 471 2382

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**THE  
LANGUAGE DIARY  
FOR KIWI FARMING**

**January 2011**

**By**

**Agribusiness Training and  
English Language Partners**



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# PART 1

## A-Z OF NZ FARMING AND COLLOQUIAL ENGLISH

### INTRODUCTION

This glossary is not complete. It shows some of the common words and expressions used in farming, and in everyday conversation. When you hear and read other expressions, add them to your glossary.

Words are listed in alphabetical order.

New Zealand English is a mixture of English and Maori words. Words in *Maori* are written in *italics*.

### Key to using these expressions:

New Zealand English is mostly informal. Some words are slang, and some are not polite. Slang is often used in conversation between friends and workmates, but not in more formal situations e.g. at the bank.

Swear words are often used to express strong feelings (good as well as bad) but can offend some people. Be careful about where you use them.

Neutral (ordinary) words have no mark beside them                      e.g. bathrobe

Slang words in the glossary are marked\*                                      e.g. yakka\*

Swear words are marked \*\*    e.g. shit\*\*

Swear words are rude enough to give offence to people in many situations. You will hear these words, but be very careful how you use them yourself.

When you add something new to your glossary, try and find out whether it is a neutral (ordinary) word, a slang word or a swear word, and mark it with asterisks if necessary.

# GLOSSARY

## A

<b>AB</b>	artificial breeding
<b>ABs, All Blacks</b>	the NZ rugby team
<b>ACC</b>	Accident Compensation Corporation, an organisation that provides compensation for injuries resulting from accidents (not illness)
<b>ad</b>	An advertisement or commercial on TV or in the paper “Did you see that ad for the 4-wheel drive?”
<b>afternoon tea</b>	a short break from work in the afternoon (10-15min). Also <b>smoko*</b>
<b>a into g*</b>	arse into gear. To get going. “Hurry up, we’re running late, get your a into g”
<b>anklebiter</b>	small child. Also <b>sprog*</b>
<b>Aotearoa</b>	New Zealand
<b>arse **</b>	bottom, butt, rear end. “Get off your arse and do something useful.” Also <b>backside*</b>
<b>arse**</b>	an idiot
<b>arsehole**</b>	a really unpleasant person
<b>as useless as tits on a bull*</b>	no use at all, completely useless
<b>arse over tit**</b>	head over heels
<b>ATV (all terrain vehicles)</b>	a small 4-wheeled farm vehicle. Also <b>four wheeler, quad bike, quad</b>

## B

<b>backside*</b>	arse, rear end, bottom. Also <b>bum*</b>
<b>ball-cock</b>	a valve operated by a floating ball. It controls water level in a tank, trough or cistern
<b>banger</b>	sausage (to be cooked, often with mashed potato or chips) “It’s bangers and mash for tea”
<b>banger*</b>	an old car “This old banger only cost me \$800 quid”. Also <b>dunger*</b> , <b>shitheap**</b>
<b>Barbie</b>	a barbeque Also <b>BBQ</b>



<b>BBQ</b>	short for barbecue (cooking a meal outside)
<b>beaut or beauty</b>	really good “beaut weather we’re having”
<b>biscuit</b>	a cookie “do you want another Anzac biscuit?”
<b>bitch</b>	a female dog. “This one is a bitch. She’s called Lady”.
<b>bitch**</b>	An offensive term for a woman.
<b>a bit of a dag*</b>	a person who is a comedian, makes people laugh by doing unusual things. Also <b>a hard case</b>
<b>bloke</b>	a man, usually a stranger. “Some bloke phoned while you were out”
<b>bloody*</b>	slang meaning very or extremely. “That was a bloody good job!”, “More of this bloody rain and we’ll be flooded out”
<b>to bludge</b>	to live off other people, or the government (be on the dole) “those dole bludgers ought to get off their backsides and do some work”
<b>bobby calf</b>	calf not needed so taken to be killed at a few days old
<b>bog*</b>	toilet. Also dunny*, loo
<b>bonnet</b>	car hood
<b>boot</b>	car trunk
<b>bottom lip down*</b>	show bad temper or a bad mood. Also <b>pack a sad*</b>
<b>bovine</b>	describing cattle e.g. “bovine tuberculosis”
<b>boy-racer</b>	young man who drives fast, often in a modified car. Also <b>hoon</b>
<b>bring a plate</b>	bring some food for a shared meal or afternoon tea.
<b>bro*</b>	brother, friend, mate
<b>bugger!*</b>	slang exclamation. Also <b>damn</b> . “Bugger, the bloody radio’s conked out again”
<b>bugger all*</b>	almost none, hardly any. “There’s bugger all grass in that field”
<b>buggered *</b>	very tired. Also <b>stuffed, knackered</b> .
<b>bum*</b>	backside, arse*. “Move your fat bum, I want to sit down too”
<b>the bush</b>	large area of native trees and shrubs, thickly planted. “UP the back of the farm there’s quite a bit of bush”

## C

**carcass** dead body of an animal

<b>carked it*</b>	slang for died, often of animals. "Both those calves carked it last night". Also <b>kick the bucket*</b>
<b>cheerio</b>	good bye. Also <b>ta-ta*</b>
<b>cheers</b>	slang. Can mean thanks, good luck, good bye. e.g. A: "See you at the weekend, then." B: "Cheers, mate"
<b>chemist</b>	a drugstore or pharmacy
<b>chilly-bin</b>	an insulated carrier for keeping food and drinks cold
<b>chips</b>	fried potato pieces, eaten hot. Also <b>wedges</b> . Potato chips are thin slices of potato deep fried until crisp and sold in bags. Also <b>crisps</b> .
<b>chook*</b>	a chicken
<b>Chrissy*</b>	slang for Christmas. "Bought all your Chrissy pressies yet?"
<b>to chunder*</b>	slang for to vomit
<b>Coaster</b>	or West Coaster. An inhabitant of the West Coast of the South Island
<b>cocky</b>	a farmer, usually a cow cocky – a dairy farmer
<b>colostrum</b>	cow's first milk, the first 2-3 days after calving.
<b>to conk out</b>	break down. "I was driving up the hill and the motor conked out, just like that"
<b>cow*</b>	slang for an unpleasant, ill-tempered person, task or machine. "it's a cow of a job"
<b>crayfish</b>	edible crustacean, similar to a lobster
<b>creek</b>	a small freshwater stream or waterway, the sort of place to fish for eels
<b>crikey dick!*</b>	an expression of surprise. "You walked all that way? Crikey dick!"
<b>crisps</b>	Potato chips are thin slices of potato deep fried until crisp and sold in bags. Also <b>chips</b>
<b>to be crook*</b>	to feel sick, unwell. "John isn't coming in today, he's feeling crook"
<b>to go crook at someone*</b>	to be angry with them
<b>to put someone crook*</b>	to mislead someone, give them bad advice
<b>crook</b>	bad quality. Also <b>a dog*</b>
<b>a crook</b>	a criminal
<b>cull</b>	to remove selected animals from a herd (for sale or killing)
<b>cuppa*</b>	a hot drink, cup of tea, coffee or milo
<b>cuz, cuzzie, cuzzie bro*</b>	cousin

**cycling** the reproductive timetable of female animals ; the time when a female becomes fertile (oestrus)

## D

**dag \*** a person who is a comedian, makes people laugh by doing unusual things. Also **a hard case\***

**dairy** plant (machinery) room at the cowshed

**dairy** a store, usually open 7 days a week and selling newspapers, milk and general foodstuffs

**dairy farm** a farm producing milk from dairy cows

**dairy shed** building shed on a dairy farm used for milking

**damn\*** exclamation of annoyance. "Turn that radio down, damn it!" Also **bugger\***

**dear** expensive

**deficit** a lack, shortage of. "Grass staggers is caused by a deficit of magnesium." Also **deficiency**

**deficiency** a lack, shortage of. Also **deficit**

**dickhead\*\*** slang for an idiot, stupid person

**ding\*** a dent in a vehicle, a minor crash. "He dinged the car". Also **prang\***

**dipstick\*** an idiot, a stupid person. Also **a wally\***

**dirt road** an unsealed road. Also **gravel road, metal road**

**docket** receipt

**dodgy** unreliable, poor quality

**doesn't know his arse from his elbow\*** doesn't know anything , is ignorant

**dog\*** an item of poor quality. "That car's a real dog! Nothing but trouble since I bought it."

**dogsbody** a worker with a lot of general, menial or boring duties "I'm just the dogsbody round here." Also **gofer, grunt\***

**dole** unemployment benefit

**down trou, down trow\*** pull down trousers - get undressed. Also **drop your gear\***

<b>DPB</b>	the Domestic Purposes Benefit, issued by the Government to an adult who is at home looking after young children
<b>drench</b>	liquid medication given to herd animals for treatment or prevention of disease
<b>dressng gown</b>	a bathrobe
<b>to drop someone in it*</b>	slang for get someone into trouble “You really dropped me in it with the wife”
<b>to drop your gear*</b>	get undressed. Also <b>down trou*</b>
<b>dry cow</b>	a cow that is not producing milk
<b>dunger*</b>	slang for an old car. Also <b>a banger*</b> , <b>shitheap**</b>
<b>dunny*</b>	slang for toilet, lavatory, bathroom. Also <b>loo, bog*</b>
<b>duvet</b>	a quilt, padded bedcover. Covered with a washable duvet cover

## E

<b>effluent</b>	liquid waste
<b>eh*</b>	Used like a tag question to get agreement, or turn the sentence into a question. “Beaut weather this week, eh.” “That was a good movie, eh”
<b>electric fence</b>	fence that carries an electrical charge, frequently used on farms in NZ

## F

<b>fag*</b>	a cigarette. Also <b>a smoke*</b>
<b>fart around*</b>	waste time. Also <b>piss around*</b>
<b>felt tip</b>	a marker pen
<b>flatmate</b>	someone who shares a flat (apartment) or house
<b>flog*</b>	steal. Also <b>nick*</b>
<b>floor it</b>	accelerate hard
<b>fussy</b>	particular about something e.g. cleanliness, “No boots in the house, the missus is real fussy about her floors.”
<b>four wheeler</b>	a small 4- wheeled farm vehicle. Also <b>ATV (all terrain vehicles), quad bike, quad</b>
<b>freezing works</b>	meat processing factory. Also <b>works</b>

<b>fuck**, fucking **</b>	can mean “very” e.g. “fucking brilliant!”. Can also be used as a general exclamation
<b>fucked**</b>	broken, ruined. “No good, the engine’s fucked”
<b>fuck up**</b>	make a mess of something. “He really fucked up that paddock, eh”

## G

<b>get</b>	understand. “Did you get all that? Ok then, off you go”
<b>girl’s blouse</b>	a softie, a coward. Also a <b>Jessie*</b> , <b>wimp</b> , <b>woofter*</b>
<b>gofer</b>	an employee who does the fetching and carrying. Also <b>dogsbody</b> , <b>grunt*</b>
<b>good as gold</b>	excellent
<b>good on ya, good on ya, mate*</b>	expression to show praise or encouragement
<b>in good nick*</b>	in good condition
<b>gravel road</b>	an unsealed road covered with small stone chips (gravel). Also a <b>metal road</b> , <b>dirt road</b>
<b>greenstone</b>	New Zealand jade. Also <i>pounamu</i>
<b>grotty</b>	worn out, dirty, shabby
<b>grub</b>	to dig out e.g. thistles
<b>grubber</b>	a tool for digging out weeds, gorse etc
<b>grunt*</b>	a worker, labourer. Also <b>dogsbody</b> , <b>gofer</b>
<b>gumboots, gummies</b>	waterproof boots, Wellingtons

## H

<b><i>haka</i></b>	A traditional Maori war dance. Well known because the All Blacks perform a <i>haka</i> before their rugby games
<b>a hard case*</b>	a person who is a comedian, makes people laugh by doing unusual things. Also a <b>dag*</b> , <b>a bit of a dag*</b>
<b>hard yakka*</b>	slang for hard work
<b>have someone on</b>	tease or ridicule them, in a friendly way. “No worries, he’s just having you on”
<b>heaps*</b>	a lot. “Have some more cake, there’s heaps”.

“**Give it heaps!**” – try hard, give it all you’ve got

<b>help yourself</b>	serve yourself
<b>hokey pokey</b>	ice cream flavour (vanilla with bits of candy)
<b>a hoon*</b>	a young driver of a fast car and often a loud stereo. Also <b>boy racer</b>
<b>hosing down*</b>	raining heavily. Also <b>pissing down*</b> , <b>teeming</b> .
<b>hot*</b>	good-looking, sexy. “She’s a hot chick!”
<b>in hot water</b>	in trouble. Also <b>in the shit**</b> , <b>in strife</b>
<b>a hottie*</b>	a hot water bottle (rubber bottle filled with hot water to warm the bed)
<b>how’s it going, mate?</b>	a common greeting

## I

<b>IM</b>	intramuscular vaccination – between the muscles
<b>irrigation</b>	system for providing water to crops or pasture
<b>IV</b>	intravenous vaccination or medication – given directly into the vein

## J

<b>a Jessie*</b>	a softie, a coward. “He’s just a big Jessie”. Also <b>girl’s blouse</b> , <b>wimp</b> , <b>woofter*</b>
<b>to jack up*</b>	to organise something. “ I’ll see if I can jack up to borrow Fred’s car.”
<b>jandal</b>	thong, flip-flop (type of loose footwear).
<b>jersey</b>	sweater. Also <b>jumper</b>
<b>jug</b>	electric kettle
<b>jug</b>	litre of beer
<b>jumper</b>	sweater. Also <b>jersey</b>

## K

<b>kai</b>	food, a meal
<b>kia ora</b>	greetings, hello

<b>Kiwi</b>	a New Zealander
<b>kiwi</b>	New Zealand's most famous native bird
<b>kiwi fruit</b>	small oval fruit with a brown skin and green or yellow flesh, grown in NZ for export
<b>kick the bucket*</b>	slang for to die, often of people. Also <b>carke it*</b>
<b>knackered*</b>	very tired, exhausted. Also <b>buggered, stuffed*</b>
<b>kumara</b>	sweet potato

## L

<b>L&amp;P</b>	Lemon and Paeroa, a soft drink (fizzy lemon)
<b>local</b>	the local pub or bar. "See you at the local for a beer". Also <b>pub</b>
<b>lollies</b>	sweets
<b>long drop</b>	an outdoor toilet built over a hole in the ground.
<b>loo</b>	toilet. Also <b>dunny*</b> , <b>bog*</b>
<b>lounge</b>	living room

## M

<b>make yourself at home</b>	relax e.g. in someone's house, as if you were at home
<b>Maori</b>	Indigenous people of New Zealand. Also <b>tangata whenua</b>
<b>mastitis</b>	inflammation of the udder/teats in a milking cow
<b>mate*</b>	friend. Often used in a general greeting even to a stranger "Giddy mate, how's it going?"
<b>metal road</b>	an unsealed road covered with small stone chips. Also <b>dirt road, gravel road</b>
<b>mince</b>	ground beef
<b>to moan</b>	complain. Also <b>whinge*</b>
<b>morning tea</b>	short break from work in the morning (10-15 minutes) Also <b>smoko*</b>

## N

<b>nick*</b>	steal. Also <b>flog*</b>
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<b>nick away*</b>	to leave, usually quickly and quietly. Also <b>nip away, nip out, nip off*, shoot off*</b>
<b>nickname</b>	a short, familiar name used by friends and workmates, e.g. a small person might be called Shorty.
<b>nip away, nip out,</b>	to leave, usually quickly and quietly “I’m nipping outside <b>nip off*</b> for a smoke.” Also <b>nick away*, shoot off*</b>

## O

<b>OE</b>	Overseas Experience; overseas travel, often for young Kiwis “He’s off on the big OE”
<b>over</b>	tired of, finished with. e.g. “I’m over the whole subject, OK?”
<b>Oz*</b>	Australia

## P

<b>pack a sad*</b>	show bad temper or a bad mood. Also used of machines. “The bloody washing machine’s packed a sad”. Also <b>bottom lip down*</b>
<b>paddock</b>	field
<b>pain in the arse*</b>	a person or thing that is disliked. “That bloke whinges all the time; he’s a real pain in the arse”
<b><i>pakeha</i></b>	a non-Maori person, usually someone of European background
<b>pav*</b>	a pavlova, traditional NZ dessert of meringue with whipped cream and fruit
<b>pikelet</b>	a small pancake usually eaten with butter and jam
<b>pinch</b>	steal. Also <b>nick*</b>
<b>a piece of piss*</b>	very easy. “That was a piece of piss”
<b>to piss around*</b>	waste time. “Stop pissing around and get on with the job”. Also <b>fart around*</b>
<b>pissing down*</b>	raining heavily. Also <b>teaming, hosing down</b>
<b>a piss up*</b>	slang , a party or social gathering
<b>pissed*</b>	drunk. Also <b>wasted*, a write-off</b>
<b>pissed off*</b>	angry or upset. “He’s really pissed off that the cows got out”
<b>a plate, bring a plate</b>	bring some food to share. Also <b>pot luck</b>
<b>a possum</b>	small tree-dwelling mammal, a pest in New Zealand



<b>like a possum in the</b>	startled, not able to think. "He looked like a possum in the headlights when the tutor asked him that question"
<b>pot luck</b>	a shared meal where everybody contributes some food
<b><i>pounamu</i></b>	New Zealand jade. Also <b>greenstone</b>
<b>prang*</b>	a dent in a vehicle, a minor crash. Also <b>ding*</b>
<b>pub</b>	short for public house. Bar.
<b>pudding</b>	dessert

## Q

<b>quad bike, quad</b>	a small, four-wheeled motor vehicle used for getting around the farm.
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## R

<b>reckon*</b>	think. "I reckon we'll be finished by lunchtime"
<b>the rellies*</b>	the relatives, family members
<b>righty-o, righty-ho, righteo</b>	OK, fine.
<b>ring</b>	phone. "Can you ring me about 5?" "I'll give you a ring."
<b>ring a bell</b>	sound familiar. "Yeah, that name rings a bell."
<b>rough as guts*</b>	unpolished, rough character (a person or a thing), need an example
<b>rubber</b>	eraser
<b>rubbish</b>	garbage, refuse

## S

<b>scone</b>	(US biscuit) small cake eaten with butter, usually for morning or afternoon tea
<b>she'll be right*</b>	everything will be OK, not a problem
<b>shit**</b>	an exclamation. "Shit, I forgot the diesel!"
<b>a shit show **</b>	no chance. "He hasn't got a shit show of winning"
<b>shitheap**</b>	very untidy, a real mess
<b>shitheap**</b>	an old car. Also <b>banger*</b> , <b>dunger*</b>

<b>in the shit**</b>	in trouble. Also <b>in strife, in hot water</b>
<b>shoot off, shoot through</b>	leave suddenly
<b>shout</b>	pay for a round of drinks, pay for someone. "Come on, I'll shout you a beer."
<b>a sickie*</b>	a day's sick leave even though not really sick "He's thrown a sickie and gone to town"
<b>singlet</b>	sleeveless undershirt, vest
<b>it's six of one (and half a dozen of the other)</b>	two choices that are equal or similar
<b>smoko*</b>	a short break from work, a rest period. Also <b>morning tea, afternoon tea</b>
<b>shoot off, shoot</b>	to leave or move away, usually quickly. "Can you shoot round to the other side and bring those heifers in?" Also <b>nip, nick away</b>
<b>sick as a dog*</b>	ill, often nauseous or vomiting
<b>smoke*</b>	a cigarette. Also <b>a fag*</b>
<b>snarky*</b>	sarcastic and nasty. "No need to be snarky"
<b>sparkie*</b>	an electrician
<b>sprog*</b>	small child. Also <b>anklebiter</b>
<b>spud*</b>	potato
<b>stirrer</b>	a troublemaker
<b>strapped for cash*</b>	low on funds, have only a little money
<b>in strife</b>	in trouble. Also <b>in the shit**, in hot water</b>
<b>stubby*</b>	a small bottle of beer
<b>stuffed *</b>	very tired. Also <b>buggered*, knackered*</b>
<b>sunnies*</b>	sunglasses
<b>sussed*</b>	understood. "Great, I've got it sussed."
<b>T</b>	
<b>ta*</b>	thanks
<b>ta-ta*</b>	goodbye. Also <b>cheerio</b>
<b>takeaways</b>	fast food bought to be taken away and eaten.
<b>take the micky</b>	make fun of. Also <b>take the piss*</b>

<b>to take the piss*</b>	to make fun of, to ridicule, to joke. Also <b>take the micky</b>
<b>tangata whenua</b>	Indigenous people of New Zealand. Also <b>Maori</b>
<b>tea</b>	the evening meal, dinner, often eaten around 5.30 to 6.30 pm
<b>teeming</b>	raining heavily. Also <b>pissing down*</b> , <b>hosing down*</b>
<b>temperament</b>	a cow's nature e.g. placid or fiery. Animals with a dangerous temperament are culled for the safety of staff
<b>a tiki tour</b>	a roundabout way to get somewhere
<b>trough</b>	a large container for drinking water for animals
<b>tucker*</b>	food

## U

<b>up himself*</b>	proud, self important e.g. "J's really up himself, he thinks he's just the best"
<b>ute</b>	utility vehicle, light truck

## V

<b>veg, veges</b>	vegetables
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## W

<b>wally *</b>	an idiot, a stupid person. Also a <b>dipstick*</b>
<b>wanker**</b>	an idiot, a no-good person.
<b>wasted*</b>	drunk. Also <b>pissed*</b> , <b>write-off</b>
<b>water trough</b>	large container for drinking water for animals
<b>wedges</b>	fried potato pieces, eaten hot. Also <b>chips</b>
<b>to whinge*</b>	complain. Also <b>moan</b>
<b>wimp</b>	a coward or softie, someone lacking in courage Also a <b>woofter*</b> , a <b>Jessie</b> , a <b>girl's blouse</b>
<b>woofter*</b>	a coward or softie, someone lacking in courage Also a <b>wimp</b> , a <b>Jessie</b> , a <b>girl's blouse</b>
<b>works</b>	meat processing factory. Also <b>freezing works</b>

**write-off**

a wreck (e.g. a car damaged in a crash). "The car was a total write off!"

**write-off**

very drunk. Also **pissed\***, **wasted\***

## **X**

## **Y**

**yeah, yes**

yes

**yeah, no**

often said as an answer while the speaker is thinking what to say next

## **Z**

# PART 2

## TIPS FOR INTERCULTURAL COMMUNICATION

Communication is not just words. Body language, culture and ways of using language are important in successful communication too.

### BODY LANGUAGE

- **Eye contact**

In NZ people look directly at each other when talking and listening to each other. This shows that they are paying attention respectfully.

Staring for a long time without turning away is often seen as a sign of anger or aggression.

Avoiding eye contact is often seen as a sign of disinterest or even dishonesty

- **Nod, shrug**

Often used to mean “yes” or “OK”. Sometimes a head movement is used as a greeting, or to mean “over there” or “that way”.

Watch your boss and NZ colleagues for clues about the meaning.

### NOTES

## CULTURE

- In New Zealand everyone is pretty much equal. Many people call each other by their given names, not by a title (e.g. “Mr ” or “Doctor”). Conversations are often informal.

- **Jokes**

Humour is used to show bonding and friendliness. People make jokes to share with their mates.

One way of showing friendship is making fun of someone (taking the mickey, teasing, ribbing). In some conversations between friends, even insults can be used in a friendly way e.g. “Move over you fat pig, I want to sit down too.” This can mean “make room for me please my friend, I’d like to sit next to you.”

- Workmates often give each other **nicknames**. This is usually a sign of friendship. Check these things out with a trusted workmate.

## NOTES

## WAYS OF USING LANGUAGE

**(a)** Questions and answers are expected to be direct and “to the point”. People don’t usually want a long introduction – it’s seen as a waste of time.

*Examples:*

- A. Hi, Tim, is it OK to do the calves first and the fencing later?
- B. Sure, just make sure those fences are done by lunchtime.

- A. Excuse me, could I have an hour off tomorrow? I need to go to the bank.
- B. Well, it’s going to be really busy, but OK.

**(b)** It is important to give accurate feedback, even when this means saying “no”. For example, when someone asks “Are you OK with that?” or “Got that?” (do you understand), say “Yes” if you understand everything, and “No” if you don’t.

It’s OK to say “no”. Just make sure you use a softener (see below).

**(c) Softeners**

Softeners are words that make the information more acceptable to the listener. Softeners are an important part of showing politeness and respect. They are usually used at the beginning of the sentence.

Listen to how your boss and colleagues use softeners and copy them.

- Softeners like “could”, “is it OK”, are used for **requests**.

*Examples:*

- Could you get those calves in please?
- Could I leave a bit early tomorrow?
- Is it OK if I leave at 3?

- Softeners like “sorry” are used for **refusals**, and sometimes to show **disagreement**.

*Examples:*

- Sorry, I can’t stay late tomorrow
- Sorry, I didn’t quite get (understand) that. Could you say the last bit again please?
- Sorry, I can’t agree with you there.

**NOTES**

# PART 3

## WAYS OF FINDING OUT MORE

### 1. ASK

- Ask a speaker to repeat what they said
- Ask a speaker to say it again a different way
- Ask a speaker to explain what they mean

### 2. CHECK that you have understood.

Repeat instructions back to the speaker, and to yourself.  
Ask the speaker.

*For example:*

“So I move those cows into the next-door paddock, right?”

If someone asks you a question, repeat the last few words of the question before you answer. It gives you more time to get your answer ready.

### 3. SEARCH

Look for helpful resources, some kinds of resources could be:

- Dictionaries
- Websites
- Local organisations and clubs
- Local services (eg the public library)
- Local people

Share resources with your classmates.



# STUDY TIPS

1. You have a lot to learn about life and work in New Zealand. The hardest time is the beginning – it will get better! But you will have to study regularly. Try and do a bit of study daily (e.g. learn a few words of vocabulary, read your training books).

15 minutes every day is much more effective than trying to do two hours once a week.

2. Plan to meet study deadlines. A study timetable will be helpful.

3. When you are completing assignments, make sure there is no copying in your work. Copying is serious misbehaviour in NZ style study. There is even a special term for it-

**Plagiarism** means copying from someone else's writing and presenting it as your own work. In NZ this is regarded as stealing.

Every time you take a quotation or piece of information from someone else's writing, you must reference it (say who and where you got the material from).

Often, the instructions in the assignment say "in your own words". This means that you cannot take quotations from other work. You have to write the sentences yourself.

Even if the assignment does not say "in your own words", you are usually expected to write the answer yourself, not copy it from a book. You must not copy from someone else's work.

There are reasons for this rule. One reason is that when someone writes their own sentences, it shows that they understand what they are writing about.

*Note: Collaboration means working together (and sharing ideas). Cooperation also means working together. These ways of studying are fine. Copying is not OK.*

4. Keep a diary in English! 5 minutes of writing each day will help your English and give you a record of your experiences as you settle into NZ farming life.

5. Do some research! Add to your folder

- new words you hear (add them to the A-Z)
- things that are different in NZ farming (add them to the NOTES)
- questions you want to ask your tutor (add them to the NOTES or your study workbook)
- ideas about study, farming, other things (add them to the NOTES)

GOOD LUCK!

## NOTES

## APPENDIX 3

### USING THE LANGUAGE DIARY: TRAINING OUTLINE

#### Outcomes

Those who complete the training will:

1. Be familiar with the sections and purpose of the Language Diary.
2. Be familiar with the strategies outlined for language learning and for study in NZ.
3. Be able to link key words from a topic or lesson to the diary, and to add to the diary as necessary.
4. Know how to direct students to add to the Language Diary.

#### Format for a training session (face to face, video conference, or Skype)

1. Ensure each participant has a paper copy of the Language Diary document. Begin by discussing the definition of Language Diary (What is it?). Outline that it is more than a dictionary, but is a specialised sample collection (not a complete list) of two types of language: NZ farming terms and NZ idioms, plus other information. It is designed to be an individual work in progress, meaning that students add the language they need as they come across it.
2. Use the *Contents* page to discuss the need for the sections outside the actual alphabetical list of words. Look at each section and discuss the content and how it can be used:
  - *The Key* - Levels of politeness are signalled by asterisks. Stress the importance of students understanding the distribution of the word or phrase, as well as the meaning.
  - *The tips for intercultural communication* - Brief notes to raise awareness of some possible communication difference such as the way humour is used page 34. Discuss and share opinions or experiences about this example.
  - *Ways of finding out more* - this is designed as the beginnings of a self help guide for independent study on the part of the migrant. Discuss with participants what role they might play in encouraging the students to find out more for themselves.
  - *Study Tips* - The main focus here is to let students know that in NZ copying is defined as plagiarism and as unacceptable. This page has been translated into several languages to aid understanding. The page has also been used by tutors for their New Zealand students. If time allows, share ideas on how and at what stage this needs to be introduced to students – right at the beginning of study?
3. Spend a few minutes on the alphabetical list section. Have participants look up two or three words (e.g. piss, ring, shoot off) and comment on the definition, the asterisk value, and the usefulness.
4. Ask participants for a word or phrase that is important in their teaching. Is it in the Language Diary? Does it need adding? Ask them to give a clear, brief meaning that students could write in their diaries.
5. Wind up by checking if there are any questions, and then ask participants to each share one way they plan to use the Language Diary with their current students/workers.

**Offer ongoing contact/discussion/support via email.**

## APPENDIX 4

### KIWI FARMING MODULE – REVISED STRUCTURE

**Length:**

8 hrs (2 sessions 10.00am – 2.30pm, between milking times)

**Target participants:**

Newly arrived migrant dairy farm workers from Non English speaking backgrounds.

**Outcomes:**

By the end of this module participants will:

1. have introductory information about dairy farming practices and rural life in New Zealand.
2. understand differences between NZ English and other kinds of English.
3. have strategies for clarifying and negotiating meaning using English.
4. have knowledge and strategies to support their AgITO training programme.

#### Day 1

Time	Topic	Notes
10.00	Introductions. Module outline. Outcomes and goal setting. Hand out the Language Diary.	Check existing support networks of the participants.
10.45-12.00	NZ English – what’s new, what’s different, the essentials: <ul style="list-style-type: none"> <li>• Listening to analyse pronunciation and meaning.</li> <li>• Discuss language differences.</li> <li>• Survival strategies – asking people to repeat, clarify or use shorter sentences; concentrating on consonants.</li> <li>• Role playing interrupting to ask for clarification.</li> </ul>	Use recorded real discussions with farmers, so the language analysed is as realistic as possible. If not, radio and DVD recordings about farming topics eg Rural Source, Country Life  Discuss use of contractions and short forms, use of idioms and slang, and letters that are pronounced differently.  How to ask for clarification is critical.
12.00-12.30	Lunch	
12.30-2.15	The Language Diary: <ul style="list-style-type: none"> <li>• What it is.</li> <li>• Differences between neutral, slang and swear words.</li> <li>• Adding to it.</li> </ul>	Clearly explain the context - knowing about swear words, not expecting participants to use them.  Discuss how they will find the meanings.
2.15-2.30	Homework: <ul style="list-style-type: none"> <li>• Language Diary building</li> <li>• Practise interrupting</li> <li>• Preparing a short talk.</li> </ul> Feedback and Evaluations.	Easy “short talk” homework is valuable for increased information and interaction on Day 2.

## Day 2

Time	Topic	Notes
10.00	Review of Day 1 Homework shared and discussed.	
10.45-12.00	Understanding and being understood: <ul style="list-style-type: none"> <li>• Pronunciation.</li> <li>• Speaking practice.</li> <li>• Tips for understanding NZ English.</li> <li>• Kiwi humour.</li> </ul>	Discuss and practise stretching individual words, squeezing sentences, stressing some sounds, sounds that are similar but different, noticing what to say and how to say it.
12.00-12.30	Lunch	
12.30-2.00	Dairy farming in NZ – what’s new, what’s different, the essentials: <ul style="list-style-type: none"> <li>• Farming terminology.</li> <li>• Rural life in NZ.</li> <li>• Introducing the Settlement Support Coordinator.</li> </ul>	Focus primarily on names for essential equipment and practices around the milking system, feeding systems, and animal health.  Leadership of an experienced migrant is very valuable in this session.  Discuss weather, clothing, housing, food, transport, ACC, farming calendar, rosters, the Kiwi team approach.
2.00-2.30	Planning for successful study: <ul style="list-style-type: none"> <li>• Study tips.</li> <li>• “in your own words”</li> </ul> Feedback and Evaluations.	

## APPENDIX 5A

### MGA TIPS O PANTULONG SA PAG-AARAL

1. Marami kang kailangang matutunan sa pamumuhay at trabaho sa New Zealand. Ang pinakamahirap ay ang simula – dadali na ito sa kalaunan! Ngunit kailangan mong mag aral ng regular o tuloy-tuloy. Subukan mong mag-aral ng paunti-unti bawat araw (halimbawa, mag-aral ka ng kaunting bokabularyo, basahin mo ang iyong mga libro). Ang 15 minutong pag-aaral araw-araw ay mas epektibo kaysa sa 2 oras ng isang beses sa isang linggo.
2. Planuhin mo na matapos sa takdang oras ang iyong mga aralin. Ang isang gabay na may nakalistang oras o araw kung kailan mo kailangang tapusin ang iyong mga aralin ay makatutulong.
3. Kung ikaw ay gumagawa ng iyong mga takdang-aralin o assignments, siguraduhin mo na sa iyong mga ginawa ay wala kang kinopya o ginaya sa gawa ng iba. Ang pangongopya ay isang seryoso at masamang asal sa estilo ng pag –aaral dito sa New Zealand. Mayroon silang espesyal na tawag dito –

**Plagiarism** na ang ibig sabihin ay ang pangongopya sa isinulat ng iba at pagkatapos ay ipapakita mo ito na parang ito ay iyong orihinal o sariling gawa. Sa New Zealand inihalintulad nila ito sa pagnanakaw.

Sa tuwing kukuha ka ng salita o impormasyon na galing sa gawa o sulat ng iba, kailangan mo itong i-reference (na ang ibig sabihin ay isusulat mo kung kanino at kung saan mo kinuha ang mga salita na iyong ibinabanggit sa iyong gawa).

Kadalasan, ang mga alituntunin sa iyong assignment ay nagsasaad na gawin mo ito “sa iyong mga salita”. Ang ibig sabihin, hindi ka maaaring kumuha ng mga salita na naibigkas na o naisulat na ng iba. Kailangan ang mga pangungusap na iyong isusulat ay naaayon mismo sa iyong sariling pananalita at ikaw mismo ang susulat ng mga ito.

Kahit na ang assignment ay hindi nagsasaad na “ang mga ito ay kailangang naaayon sa iyong pananalita”, ikaw ay inaasahan sa lahat ng oras na ikaw lang ang susulat ng mga sagot at hindi ka manggagaya o mangongopya sa mga nakasulat sa libro. Hindi ka dapat mangopya sa gawa ng iba.

May mga dahilan ang ganitong alituntunin. Ang isa sa dahilan nito ay sapagkat kapag ang isang tao ay sya mismong susulat ng sarili nyang pangugusap, ipinapahiwatig lamang nito na naiintindihan nya ang kanyang ginagawa.

Ang ibig sabihin ng salitang “Collaboration” ay ang pagtutulungan ng bawat isa (at pagpapalitan ng ideya). Ang salitang “cooperation” ay may ganito ring kahulugan. Ang mga ganitong klaseng estilo sa pag-aaral ay pinapayagan. Ang pangongopya ay hindi.

4. Gumawa ka ng “diary” sa wikang Ingles. Ang 5 minuto bawat araw na nakalaan ng pagsusulat sa wikang Ingles ay makatutulong sa iyo para mo makasanayan ang wikang ito at magkaroon ka ng talaan o record ng iyong mga natutunan habang ikaw ay unti-unting nagsasanay sa pagsasaka dito sa NZ.
5. Gumawa ka ng pagsasaliksik. Ilagay mo ang mga ito sa iyong “folder”.
  - Mga bagong salita na iyong narinig (ilagay mo ito sa iyong A-Z)
  - Mga bagay na naiiba sa gawaing bukid sa NZ (ilagay mo ito sa iyong NOTES)
  - Mga tanong na gusto mong malaman mula sa iyong guro o tutor (ilagan mo ito sa iyong NOTES o aklat/librong pag-aaral)
  - Mga ideya tungkol sa pag-aaral, pagsasaka, at iba pa (ilagay mo ang mga ito sa iyong NOTES).

## APPENDIX 5B

### IDEAS DE STUDIO

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1. Hay mucho para aprender acerca de vivir y trabajar en Nueva Zelanda. La parte mas dificil es al comienzo - luego mejora!! Pero vas a tener que estudiar seguido. Trata de estudiar un poco por dia (ejemplo: aprender un par de palabras del vocabulario o leer el manual de entrenamiento). 15 minutos por dia es mucho mas efectivo que 2 horas una vez por semana.
2. Tene un plan para llegar a estudiar a tiempo. Un horario de estudio te puede ayudar.
3. Cuando completas los ejercicios, asegurate de no **COPIAR**. Copiar esta muy mal visto en la forma de estudiar de aca. El termino apropiado de copiar es *Plagio* y significa copiarle al trabajo de otra persona y presentarlo como si lo hubiese hecho uno. Aca en NZ esto es similar a robar.

Cada vez que en tu trabajo incluis parte del trabajo de otra persona, se debe referenciar ( decir de quien y cuando se obtuvo el material de esa persona)

Muy seguido en las instrucciones de los ejercicios vas a leer "*en tus propias palabras*". Esto significa que no podes incluir el trabajo de otras personas, las frases deben estar escritas por vos mismo.

Aunque en el ejercicio no diga "*en tus propias palabras*", debes responder las preguntas con tus propias palabras, no copiar las respuestas de un libro. No se debe copiar del trabajo de otros.

Existen razones para esta regla. Una de ellas es que cuando uno expresa sus propias respuestas, demuestra que entiende de lo que estar escribiendo.

**Colaboracion** significa trabajar juntos (*compartir ideas*). **Cooperacion** tambien significa trabajar juntos. Estas formas de estudio estan bien, copiar NO.

4. Tene un libro diario en Ingles!! Escribir 5 minutos por dia en Ingles va ayudar a tu nivel y te dara un registro de tus experiencias a medida que te vas acentando en la vida rural de NZ.
5. Investiga un poco!! Agregale a tu carpeta:
  - Nuevas palabras que escuches (Agregalas de la A a la Z)
  - Cosas que son diferentes en la vida rural de NZ (Agregalas en las Notas)
  - Preguntas que quieras hacerle a tu Profesor (Agregalas en las Notas o en el libro de estudio)
  - Ideas acerca de estudiar, trabajar en el campo u otras cosas (Agregalas en las Notas)

***BUENA SUERTE!!!!***

## APPENDIX 5C

### DICAS DE ESTUDO

1. Tem muito a aprender sobre a vida e trabalho na Nova Zelandia. A maior dificuldade e no inicio, mas melhorara! Mas tem que estudar regularmente. Tentem estudar um pouco diariamente (exemplo: aprendam algumas palavras de vocabulario ,leam os vossos livros de formacao).

15 minutos diariamente sera muito mais eficaz do que duas horas uma vez por semana.

2. Organizem um plano de estudo com datas determinadas . Um diario de estudo sera aconselhavel.
3. Quando completam projectos , certifiquem que nao ha nada copiado . Copiare considerado mau comportamento nos estudos na Nova Zelandia. Ate ha um termo especial para isso : -

**PLAGIO** , significa copiar o trabalho escrito por outra pessoa e apresentarem o trabalho como se fosse vosso. Na Nova Zelandia isto e considerado ROUBO.

Sempre que copiem “citacoes” ou certa informacao escrita por outra pessoa , devem fazer referencia a isso (devem indicar de quem e de onde obtiveram a informacao)

Muitas vezes as instrucoes no projecto, indicam “por proprias palavras”. isto significa que nao e permitido usar citacoes de outros projectos. Teem que usar as vossas proprias frases.

Mesmo se o projecto nao indica “por proprias palavras”, e suposto que as respostas sejam escritas por voces e que nao sejam copiadas de um livro. Nao e permitido copiar o projecto e outra pessoa.

Ha razoes para este regulamento. Uma das razoes e que se alguem escreve as suas proprias frases indica que compreende o que esta a escrever.

NB: Colaboracao significa trabalharem em conjunto ( partilharem ideas). Cooperacao tambem significa trabalharem em conjunto, Estes metodos de estudo sao aceitaves. Copiar nao e OK.

4. Mantenha uma agenda em Ingles! Encrevendo cinco minutos diariamente melhorara o vosso Ingles e dar-vos-a informacao das vossas experiencias durante a vossa integracao na vida rural na Nova Zelandia.



5. Devem pesquisar!! Incluir no vosso fichario

- Palavras novas que ouvem (incluir no A-Z)
- Coisas que sejam diferentes na vida rural na Nova Zelandia (incluir as vossas anotacoes)
- Perguntas que queiram fazer ao vosso professor (anotar no vosso fichario ou caderno de exercicios)
- Ideas sobre estudar, vida rural e quaisquer outras coisas (incluiras vossas anotacoes)

## APPENDIX 5D

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## APPENDIX 6

*Questions on rural life in New Zealand – what does a migrant need to know?*

### **Add your ideas...**

What work clothes are needed for my job?

What insurances and taxes do I need?

What is the usual kind of housing/furniture/heating?

Do I need to have a car? How much do they cost?

What social activities take place in the locality?

Where is the nearest church?

Where is the nearest library?

What sports are played here?

How is time off and holiday time worked out?

What weather should I expect in winter and summer?

How can I make contact with people who speak my language?